

RICHMOND

NOW YOU!

Dear Student,

- Do not write in this book. Do all the exercises in a separate notebook.
- No escribas en este libro. Realiza todos los ejercicios en un cuaderno aparte.
- No has d'escriure en aquest llibre. Fes totes les activitats en una llibreta a part.
- Ez idatzi liburu honetan. Egin ariketa guztiak zure koadernoan.
- Non escribas neste libro. Realiza todos os exercicios nun caderno á parte.

Contents.....	2
Welcome to NOW YOU!	4
Get started!	6
Unit 1 Identity	10
Unit 2 Celebrations	18
Project Presentation on diversity	26
Unit 3 Real life stories	28
Unit 4 Film reel	36
Project Vlog.....	44
Unit 5 Weather report.....	46
Unit 6 In the news	54
Project News programme.....	62
Unit 7 A bit of advice	64
Unit 8 Motivation	72
Project Talk show.....	80
Unit 9 Skills	82
Unit reviews	90
Pairwork.....	99
Grammar reference	107
Irregular verbs list	116
Wordlist	117

CONTENTS

GET STARTED! page 6 • Future with *going to* and *will* • *Too* and *enough* • Present perfect

Unit	Grammar	Vocabulary	Speaking	Listening
1 IDENTITY page 10	Subject and object pronouns Present continuous: future arrangements	Style Clothing Identity	Talking about identity, clothing and style Pronunciation /ʌ/	Descriptions of styles and interests
2 CELEBRATIONS page 18	Indirect questions Relative clauses	Celebrations Stereotypes Generation Z	Discussing festivals and celebrations Pronunciation /ʊə/	Information about celebrations around the world
3 REAL LIFE STORIES page 28	Present perfect and past simple Time expressions	Adjective and preposition pairs I Activism Success	Talking about achievements and experiences Pronunciation /b/ and /v/	Information about inspiring people
4 FILM REEL page 36	Passive voice: present simple Past perfect	Film making Animation Phrasal verbs Plots	Discussing films and film making Pronunciation /p/, /pl/ and /pr/	Information about films and film making
5 WEATHER REPORT page 46	Modal verbs: <i>could</i> , <i>might</i> , <i>should</i> and <i>had better</i> Wish and If only	Weather Extreme weather Global warming	Talking about different types of weather Pronunciation /tʃ/ and /ʃ/	Facts about weather and its effects
6 IN THE NEWS page 54	Passive voice: present, past and present perfect Adjective order	Newspapers Advanced adjectives Journalism	Discussing the news and advertising Pronunciation /ə/	Adverts and information about the media
7 A BIT OF ADVICE page 64	Modal verbs: <i>should</i> , <i>have</i> , <i>could have</i> and <i>must have</i> Tag questions	Career steps Adjective and preposition pairs II Giving advice	Asking for and giving advice Pronunciation /h/	Conversations about advice and life steps
8 MOTIVATION page 72	Wish with past perfect Zero and first conditional	Goals Personal development Mindfulness	Talking about ambitions and goals Pronunciation /g/ and /w/	Conversations about personal development
9 SKILLS page 82	Verb patterns Second conditional	Sports & equipment Adverbs of manner Guinness World Records	Talking about sports and hobbies Pronunciation word stress	Information about talents, sports and hobbies

- *There was* and *There were*
- *Used to*

Reading	Writing	Culture and communication	Project
Language in context: Just who do you think you are? Core values Identity and belonging	A profile Focus on pronouns and determiners	Rites of passage Idioms and expressions with clothes Pairwork Interpreting a timetable	Presentation on diversity pages 26 - 27 21st century skills Challenging stereotypes
Language in context: How true are your country's stereotypes? Core values Openness	A blog entry Focus on linking language I	Winter solstice Idioms and expressions for travel Pairwork Exchanging information	Go beyond Pre-presentation nerves
Language in context: Talented people Core values Self-belief	An autobiography Focus on language for life events	What next? Idioms and expressions for ambition Pairwork Requesting information	Vlog pages 44 - 45 21st century skills Decision-making
Language in context: The eight basic film plots Core values Imagination	A film review Focus on film vocabulary	The silver screen Idioms and expressions for emotional reactions Pairwork Summarising stories	Go beyond Pirate radio
Language in context: An ever warmer world Core values Environmental awareness	A formal letter Focus on modal verbs	Drop, cover, hold Idioms and expressions with weather Pairwork Analysing clues	News programme pages 62 - 63 21st century skills Social responsibility
Language in context: What's new in the news? Core values Information and responsibility	An article Focus on headlines	Oyez, oyez, oyez! Idioms and expressions about communication Pairwork Comparing opinions	Go beyond Targeted advertising
Language in context: Ask Andrea Core values Vulnerability	An email Focus on language for advice	Best of luck Idioms and expressions for giving advice Pairwork Interpreting stories	Talk show pages 80 - 81 21st century skills Time management
Language in context: Mindfulness Core values Emotional awareness	An essay Focus on linking language II	The future is now Idioms and expressions about motivation Pairwork Completing information	Go beyond Talk shows
Language in context: Guinness World Records Core values Exploiting your talents	A speech Focus on word formation	Strange sports Idioms and expressions with the word <i>ball</i> Pairwork Asking and answering questions	Review Study styles

WELCOME TO NOW YOU!

Richmond NOW YOU! provides you with all the **tools and support** you need to **take control of your English language learning**. This course will take you from **A1 to B1+** of the Common European Framework of Reference for Languages (CEFR).

Lessons 1 and 2 • Grammar, vocabulary and listening

- Unit menu** lists what you're going to learn in each unit.
- Lesson focus** on language and skills.
- Vlogs** provide the context for the unit. The optional **Flipped Learning** tasks encourage you to take control of your learning.
- Exercises and activities** give you a variety of ways to practise what you are learning.
- Lesson objectives** tell you the language goal of each lesson.
- Pronunciation** exercises help to perfect your spoken English.

IDENTITY 1

1.1 Vocabulary and listening

1 Listen and describe the cartoon picture.

2 Listen and describe the cartoon picture.

3 Listen and describe the cartoon picture.

4 Listen and describe the cartoon picture.

5 Listen and describe the cartoon picture.

6 Listen and describe the cartoon picture.

7 Listen and describe the cartoon picture.

8 Listen and describe the cartoon picture.

9 Listen and describe the cartoon picture.

10 Listen and describe the cartoon picture.

11 Listen and describe the cartoon picture.

12 Listen and describe the cartoon picture.

1.2 Listening and vocabulary

1 Listen and complete the table.

2 Listen and complete the table.

3 Listen and complete the table.

4 Listen and complete the table.

5 Listen and complete the table.

6 Listen and complete the table.

7 Listen and complete the table.

8 Listen and complete the table.

9 Listen and complete the table.

10 Listen and complete the table.

11 Listen and complete the table.

12 Listen and complete the table.

1.3 Reading

1 Read the text on page 13 and say which subculture you think is the most interesting.

2 Read the text on page 13 and say which subculture you think is the most interesting.

3 Read the text on page 13 and say which subculture you think is the most interesting.

4 Read the text on page 13 and say which subculture you think is the most interesting.

5 Read the text on page 13 and say which subculture you think is the most interesting.

6 Read the text on page 13 and say which subculture you think is the most interesting.

7 Read the text on page 13 and say which subculture you think is the most interesting.

8 Read the text on page 13 and say which subculture you think is the most interesting.

9 Read the text on page 13 and say which subculture you think is the most interesting.

10 Read the text on page 13 and say which subculture you think is the most interesting.

11 Read the text on page 13 and say which subculture you think is the most interesting.

12 Read the text on page 13 and say which subculture you think is the most interesting.

Lesson 3 • Reading

- Exercises and activities** provide guidance and focus before reading, while reading and after reading.
- Reading texts** expose you to a variety of styles and genres and show the vocabulary and grammar in context.
- Core values** help you to develop skills for understanding and respecting the people around you.

1.3 Reading

1 Read the text on page 13 and say which subculture you think is the most interesting.

2 Read the text on page 13 and say which subculture you think is the most interesting.

3 Read the text on page 13 and say which subculture you think is the most interesting.

4 Read the text on page 13 and say which subculture you think is the most interesting.

5 Read the text on page 13 and say which subculture you think is the most interesting.

6 Read the text on page 13 and say which subculture you think is the most interesting.

7 Read the text on page 13 and say which subculture you think is the most interesting.

8 Read the text on page 13 and say which subculture you think is the most interesting.

9 Read the text on page 13 and say which subculture you think is the most interesting.

10 Read the text on page 13 and say which subculture you think is the most interesting.

11 Read the text on page 13 and say which subculture you think is the most interesting.

12 Read the text on page 13 and say which subculture you think is the most interesting.

JUST WHO DO YOU THINK YOU ARE?

1 Read the text on page 13 and say which subculture you think is the most interesting.

2 Read the text on page 13 and say which subculture you think is the most interesting.

3 Read the text on page 13 and say which subculture you think is the most interesting.

4 Read the text on page 13 and say which subculture you think is the most interesting.

5 Read the text on page 13 and say which subculture you think is the most interesting.

6 Read the text on page 13 and say which subculture you think is the most interesting.

7 Read the text on page 13 and say which subculture you think is the most interesting.

8 Read the text on page 13 and say which subculture you think is the most interesting.

9 Read the text on page 13 and say which subculture you think is the most interesting.

10 Read the text on page 13 and say which subculture you think is the most interesting.

11 Read the text on page 13 and say which subculture you think is the most interesting.

12 Read the text on page 13 and say which subculture you think is the most interesting.

Learning to learn tools

Lesson 4 • Writing

- Focus on** takes a closer look at key language items from the reading and writing texts.
- Model texts** provide you with a framework to use as a reference.
- Did you notice?** highlights useful language you can include in your writing.
- NOW YOU!** Plan, write, check guides you through the process of producing your own text.

1.4 Writing

1 **Focus on** takes a closer look at key language items from the reading and writing texts.

2 **Model texts** provide you with a framework to use as a reference.

3 **Did you notice?** highlights useful language you can include in your writing.

4 **NOW YOU!** Plan, write, check guides you through the process of producing your own text.

1 **Focus on** takes a closer look at key language items from the reading and writing texts.

2 **Model texts** provide you with a framework to use as a reference.

3 **Did you notice?** highlights useful language you can include in your writing.

4 **NOW YOU!** Plan, write, check guides you through the process of producing your own text.

Lesson 5 • Culture and communication

- Culture videos** give you a window on the world from a cultural perspective.
- Idioms and expressions** highlight natural, everyday language and phrases.
- Pairwork** provides communicative tasks to practise the target language in line with CEFR mediation descriptors.
- Unit reviews** help you to revise the language from the unit and practise for external exams.
- Wordlists** help you to revise the main vocabulary from the unit.

Culture and communication 1.5

1 **Culture videos** give you a window on the world from a cultural perspective.

2 **Idioms and expressions** highlight natural, everyday language and phrases.

3 **Pairwork** provides communicative tasks to practise the target language in line with CEFR mediation descriptors.

4 **Unit reviews** help you to revise the language from the unit and practise for external exams.

5 **Wordlists** help you to revise the main vocabulary from the unit.

Project

PROJECT: Presentation on diversity

1 RECAP

2 FINAL TASK: Create your presentation

3

4

5

GO BEYOND

6 PRESENTATION TIPS

GO BEYOND

6 PRESENTATION TIPS

- Recap** looks back at the project tasks you have completed throughout the two units.
- Final task** brings all the project tasks together in a final presentation.
- Useful expressions** provide a list of useful phrases to incorporate into your final presentation.
- 21st century skills** shows you how the skills you are developing can be used outside of the classroom.
- Evaluation** helps you to evaluate individual and team performance.
- Go beyond** takes a closer look at an aspect of the project theme.

Workbook

In **full colour** with extra practice, expanded grammar reference and wordlists. Access to extra **interactive practice** based on real-world situations available with the Workbook.

1 IDENTITY

1.1 Vocabulary and Idioms

1 **Recap** looks back at the project tasks you have completed throughout the two units.

2 **Final task** brings all the project tasks together in a final presentation.

3 **Useful expressions** provide a list of useful phrases to incorporate into your final presentation.

4 **21st century skills** shows you how the skills you are developing can be used outside of the classroom.

5 **Evaluation** helps you to evaluate individual and team performance.

6 **Go beyond** takes a closer look at an aspect of the project theme.

RICHMOND NOW YOU!

WORKBOOK 3

Richmond

3 REAL LIFE STORIES

In unit 3 you will:

- talk about achievements and experiences.
- practise using the present perfect and past simple tenses.
- use time expressions to talk about the past.
- write an autobiography.

3.1 Vocabulary and listening



HOLLY'S VLOG: My favourite celebrity



Discuss the questions.

- 1 Is there a celebrity who inspires you? What have they achieved?
- 2 Which do you think is more important, talent or ambition?
- 3 Do celebrities have a responsibility to use their fame for good?

Flipped Learning

VOCABULARY TOOLS

Some words are often used together, so you should learn them in pairs. For example, the adjective and preposition pairs on this page.



1 Listen and complete.

Emma Watson is an actress who is well known for her role as Hermione Granger in the Harry Potter films. However, most people are not aware ^{1...} her other talents.



She is interested ^{2...} women's rights and has been a UN Women Goodwill Ambassador since 2014. She has led HeForShe, a campaign which encourages men to get involved ^{3...} the fight for gender equality. She also works with a fair-trade fashion brand that respects its workers and the planet. Thousands of teenagers all over the world have been influenced ^{4...} her. She is destined ^{5...} greatness.

2 Use the adjectives and prepositions to complete the text. Compare your answers in pairs.

affected by aware of good at
interested in involved in

John Legend is another celebrity who uses fame to help others. Although he is a famous singer and songwriter, John is also an activist for the issues he is ^{1...}.

He wants people to be ^{2...} social issues like poverty, education, health and gender issues. John has also been ^{3...} projects aimed at helping people ^{4...} natural disasters.

Not only is he ^{5...} singing, song writing, dancing and acting, he also works hard to make the world a better place.



3 Correct the prepositions in each sentence. Listen and check.

- 1 She is good of English.
- 2 My brother is interested at space travel.
- 3 The teacher is aware by the problem.
- 4 Who were you influenced from when you were a child?
- 5 We're collecting money for people affected at the earthquake.

Pronunciation: /b/ and /v/

4 Listen and repeat. Where are your teeth and your lips when you make the sounds?

- | | |
|----------------|---------------|
| 1 ban / van | 3 best / vest |
| 2 berry / very | 4 boat / vote |

FAST FINISHERS Write a paragraph about a famous person that inspires you.

PRESENT PERFECT AND PAST SIMPLE



Use the **present perfect** to talk about

- experiences without saying when they happened.
- something that started in the past and continues to the present.

Use the **past simple** to

- give more information about an experience.
- say when something happened.

Present Perfect		Past Simple	
Affirmative	Negative	Affirmative	Negative
I have been to Europe a few times. She has played tennis since 2010.	I haven't been to Asia. He has never played tennis.	I went to Paris and visited the Eiffel tower. They won a competition last month.	I didn't go to school so I didn't see you. We didn't buy the book yesterday.
Yes/No questions		Yes/No questions	
Have you ever been to a concert? Yes, I have . Has she ever been to France? No, she hasn't .		Did you go to the cinema last month? Yes, I did . Did they eat pizza on Sunday? No, they didn't .	

Grammar reference page 109

5 Use the words to complete the text. Listen and check.

award debut deficiency ground
humble icon



Argentinian football player Lionel Messi made his 1... in 2004. He has become an 2... in the history of football. When he was a child, he suffered from a growth hormone 3... Due to his height, he learnt to keep the ball on the 4... and became known for his unique style. He has even won the FIFA World Player of the Year 5... Despite his success, he has always been 6... and shy.

6 Choose the correct option.

- My favourite player **didn't play** / **hasn't played** at the weekend.
- Have you ever met** / **Did you meet** a famous player in the summer?
- I **have never seen** / **didn't see** a live football match.
- I have **never** / **ever** played a full game of football.
- Did you **watch** / **watched** the game on the television?
- He hasn't **went** / **been** to the new stadium.

SPEAKING TOOLS

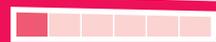


Support your answers with examples and interesting information to practise your English and develop your confidence.

7 NOW YOU! Discuss the questions in pairs. Make sure you use the correct verb form.

- Have you ever been to an important sports game?
- When was the last time your country won an important competition?
- Who has been the best sports person in your country's history so far?
- Did you play a team sport when you were younger?

PROJECT TASK 1 Vlog



- Get into pairs. You are going to create some videos for your own vlog. Think about the devices and tools you need to make your videos.
- Your first video will be an interview with a person you admire. In your pairs, think about who you will interview and write the questions you will ask them. You will film the interview in **task 2**.

→ Workbook page 38

3.2 Listening and grammar



LISTENING TOOLS

We sometimes contract the present perfect affirmative in spoken language. Listen carefully for these contractions.

I **have** = I've been to France.

She **has** = She's eaten insects.



1 Complete the sentences with the correct form of the verb. Listen and check.

1 Eleanor 'Ellie' Simmonds ... (**win**) two gold medals for Great Britain in the 2008 Summer Paralympics.

2 She ... (**be**) only 13 years old in 2008.

3 So far, Ellie ... (**win**) gold, silver and bronze medals. She ... (**set**) many new world records.

4 In 2014, she ... (**visit**) Kampala in Uganda and ... (**make**) a film for charity.

5 Since her trip, Ellie ... (**speak**) about the problems of living with no access to safe water.

2 In pairs, write the questions for these answers.

- 1 She has been interested in fashion since she was a child.
- 2 The first item she designed was a jacket.
- 3 She presented her first collection at her graduation in 1995.
- 4 No, she has never used fur or leather in her designs.
- 5 Yes, she has designed collections for the Olympics and the Paralympics.



3 Copy and complete the table. Interview your classmates.

FIND SOMEONE WHO...	NAME	EXTRA DETAILS
has bought music online.	...	What did they buy?
went to a stadium last year.	...	When did they go?
watched a documentary on TV last month.
has been to a concert recently.
...
...

4 **NOW YOU!** In pairs, tell your partner about the information you found.

Daniel has bought music online.

What did he buy?

FAST FINISHERS Write a paragraph about what you have done so far this year.



TIME EXPRESSIONS



Expressions used with present perfect	Expressions used with past simple
Use for to talk about a period of time like <i>days, weeks, months, etc.</i> How long have you studied English? I've studied English for five years.	Use ago to talk about how long before now something happened. When did Alison arrive ? She arrived ten minutes ago .
Use since to talk about a specific time like <i>1995, April, my first day of school, etc.</i> John has worked here since Christmas.	Use expressions like <i>last month, in the 1960s, on Wednesday, etc.</i> We went to the cinema last Wednesday .

Grammar reference page 109

LISTENING TOOLS



Before listening, read the text and guess the answers. This way, you will be more prepared when the audio starts.

5 Listen and complete.

Will Smith has been a well-known actor ^{1...} decades. He began his career as a rapper ^{2...}. He won a Grammy Award ^{3...}, when he was only 20 years old. He became famous as an actor around thirty years ^{4...}. ^{5...} then, he has starred in award-winning films such as Independence Day. His first Oscar nomination was for Best Actor for his role in Ali ^{6...}. He has been one of the most recognisable faces in Hollywood ^{7...} a very long time.



6 Choose the correct option.

- The Harry Potter theatre production has been running **for** / **since** a few years.
- Batman has protected Gotham City **for** / **since** many years.
- Jennifer Lawrence has been an actress **for** / **since** she was 16 years old.
- The Twilight Saga has earned millions of dollars **for** / **since** 2008.
- Toy Story* has been popular **for** / **since** more than 25 years.

7 NOW YOU! Ask and answer questions with a partner using the information.

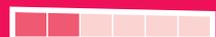
- How long / *The Simpsons* / on television? (1989)
- When / *Jurassic Park I* / released? (1993)
- How long / Tom Hanks / a famous actor? (about 30 years)
- When / first *Star Wars* film released? (over 40 years)
- When / first *Spider-Man* film made? (almost 20 years)

How long has *The Simpsons* been on television?

It's been on television since 1989.



PROJECT TASK 2 Vlog



- In pairs, check the questions you have written for your interview and correct any errors. Write each question clearly on a separate piece of card.
- Role-play the interview so you can practice asking the questions.
- When you are ready, film your interview. You will edit the video in the final task.

→ Workbook page 38

3.3 Reading

- 1  In pairs, discuss what you know about the two people in the biographies.

READING TOOLS

Read texts twice in order to understand them fully. Read the first time for 'gist' or general meaning. Then read again and pay attention to the details.

- 2  Read the biographies and make a list of the things that Tim Burton and Beyoncé Knowles have in common.
- 3 Read the biographies again and answer the questions.
- 1 Who had their talent recognised when they were a child?
 - 2 Who got a job as a result of work produced during their education?
 - 3 Who had creative differences with their bosses?
 - 4 Who had more success after a change of name?
 - 5 Who has a style that's unusual in their industry?
- 4 Find these words in the text and decide if they are related to cinema, music or both.

audience character choir

direct genre perform record

science fiction studio

- 5  Discuss the questions in pairs.
- 1 Do you have a favourite singer or a favourite film director? Who are they and what do you like about them?
 - 2 Which of these factors do you think are most important in the success of a film director? What about a pop singer?

charisma creativity

determination originality

physical appearance

- 3 Does success always require hard work? Are some people successful just because they are lucky?
- 4 Do you think that it is necessary to leave your comfort zone to achieve success?

TALENTED

TIMOTHY WILLIAM BURTON was born on 25 August, 1958 in Burbank, California. He was an introverted child who was interested in painting, drawing and films.



When he graduated from high school, he went to the Californian Institute of the Arts, and his work there attracted the attention of Walt Disney Studios. In 1980, he went to work there as an apprentice animator, but they found his work too dark and frightening for children.

In 1989, he left his comfort zone and accepted the role of director for *Batman*, but he had problems with the producers. They wanted *Batman* to be a masculine all-American hero, but Burton wanted the character to have a more complex and vulnerable personality. The film made \$100 million in the first 10 days, and it has influenced the superhero genre ever since.

Since then he has directed some of cinema's most successful fantasy and science fiction films, including *Edward Scissorhands*.

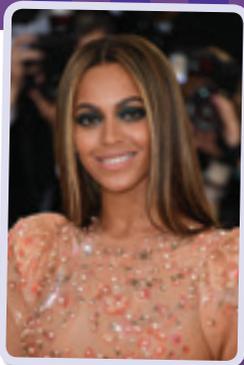
Burton's stories, with their imagination, humour and humanity, appeal to both adult and child audiences. In the film industry, he is truly one of a kind.



PEOPLE

★ BEYONCÉ GISELLE

KNOWLES was born on 4 September, 1981 in Houston, Texas, and began performing at an early age. She sang with church choirs throughout her childhood. She also went to a special high school for the performing arts.



She was only eight years old when she and her friend Kelly Rowland auditioned for a girl band called *Girl's Tyme*. In 1996, they changed their name to *Destiny's Child*, and very soon they became one of the most popular R&B acts of all time.

Around this time, Beyoncé also started a solo career as an artist and an actress. Her first solo album, *Dangerously in Love*, was number one in the US charts and has sold over ten million copies since its release in 2003. Since then, she has sold over 100 million records, appeared in several big films, introduced a couple of women's fashion lines and won over 300 awards. She has also been involved in raising money for disaster relief, job creation and women's rights, among other causes.

She has often been called 'the most powerful female in entertainment'.



CORE VALUES Self-belief

- 6** In pairs, read the tips for increasing your self-belief. Order them from most to least effective and say if you think they would work for you.
- a Visualise your ideal version of yourself.
 - b Say a positive personal affirmation like 'I deserve to be happy and successful' out loud every day.
 - c Do something that scares you to help overcome your fears.
 - d Join a team and learn a new sport or skill.
 - e Set goals for yourself that you know you can achieve.
 - f Set difficult goals for yourself that you're not sure you can achieve.
 - g Ignore all the negative things in life.
 - h Spend lots of time focusing on the positive things in life, and try to improve the negative things.
 - i Help someone else with a problem.
 - j Leave your comfort zone. Do something completely new and challenging for you.
 - k Eat healthily, sleep plenty and get exercise.

FAST FINISHERS Write a list of tips about how to be successful.

An autobiography for your future self

📍 Focus on language for life events

1 Match the sentences and check that you understand the underlined words.

- 1 At the age of 12, Tony won an award
- 2 Danni wanted to do a degree
- 3 Eva studied hard and graduated
- 4 Steve did an apprenticeship
- 5 Emily had a very successful career
 - a with honours from her university.
 - b as a saleswoman before becoming a teacher.
 - c at a record company and loved it.
 - d in science, but she wasn't accepted.
 - e for best young writer in his town.

2 Read the biography and answer the questions.

- 1 What year is Samantha imagining herself to be living in now?
- 2 What does she imagine her main achievements as being?

Samantha Smith was born in 2005 in Liverpool, in the UK. She was a sociable student who was quite good at sports. In fact, she broke the school record for the 100m in her final year.



She got a degree in business at Oxford University and found a job managing a clothing shop after graduation. Around the same time, she started making clothing from recycled material out of her parents' garage. They were very popular and soon she was able to buy her own shop and sell only her own clothing brand. Since then, she has won several fashion awards and her Samsrags label is famous worldwide.

But Sam is also known for her charity work and has raised money for campaigns that fight poverty and improve education at a national level. Is it possible that now, at the age of 40, she's considering a career in politics?

🔍 Did you notice?

3 Complete the sentences. Use exercise 1 and the biography to help you.

- 1 You can do a degree ... a subject and if you complete it, you ... a degree.
- 2 You can ... an apprenticeship ... something.
- 3 You can ... an award, a prize or a competition.
- 4 You can earn money by working, and you can organise an event to ... money for charity.
- 5 You can have a career ... politics or sales or ... a politician or a salesperson, for example.

✍️ NOW YOU!

→ Workbook page 28

4 **PLAN** Imagine yourself at 40 years old. Think about what you would like to have achieved by then and imagine you have been successful. Plan three or four paragraphs for an autobiography for your future self.

WRITING TOOLS

When you learn a new word, make a note of the most important word pairs and grammar connections that relate to it. Then practise these pairs and connections in your writing.

5 **WRITE** Use your plan to write your autobiography. Try to use some of the key vocabulary from this page.

6 **CHECK** Check that you have followed your plan and used key vocabulary correctly.

PROJECT TASK 3 Vlog

- In pairs, choose a famous person. You are going to make a celebrity biography for your vlog.
- Think about what elements you would like to include and search for up to date information about the person. Classify the content into paragraphs and write the biography.
- Finally, film yourselves reading the celebrity biography. You will edit the video in the final task.

→ Workbook page 38



What next?



Discuss the questions.

- 1 Would you like to go to university?
- 2 Does education cost a lot of money in your country?
- 3 Should everyone go to university?
- 4 Can people be successful without getting a university degree?

1 Listen and order the pictures. Answer the questions.

- 1 What did Alison really want to achieve?
- 2 Why did James' team have a lot of competition?
- 3 What did Melanie and her classmates do that was extra work?
- 4 When did Tim make a particularly big effort?



a



b



c



d

2 Complete the sentences. Use the verbs in the correct tenses. Listen again and check.

be do finish forget know
perform start want win

- 1 We ... to clean up my local park for a long time.
- 2 We ... at 9:00am and ... until 6:00pm! We were exhausted!
- 3 We ... each other since primary school.
- 4 I ... my first tournament when I ... 10 years old.
- 5 Since then, we ... lots of interviews.
- 6 A few hours ago, I ... in our school play and I ... any of my lines.

Idioms and expressions

3 Match the expressions you heard with the meanings.

- 1 give something your all
 - 2 fight tooth and nail
 - 3 have your heart set on something
 - 4 go the extra mile
- a To want something a lot.
b To make a huge effort to do something.
c To do more than is required of you.
d To use all your energy and resources to achieve something.

4 NOW YOU! In groups of three, talk about a time when you...

- 1 gave something your all.
- 2 fought tooth and nail for something.
- 3 set your heart on something.
- 4 went the extra mile.



PAIRWORK

Student A: go to page 100
Student B: go to page 104

Unit 3 Review • page 92

Wordlist • pages 117–120

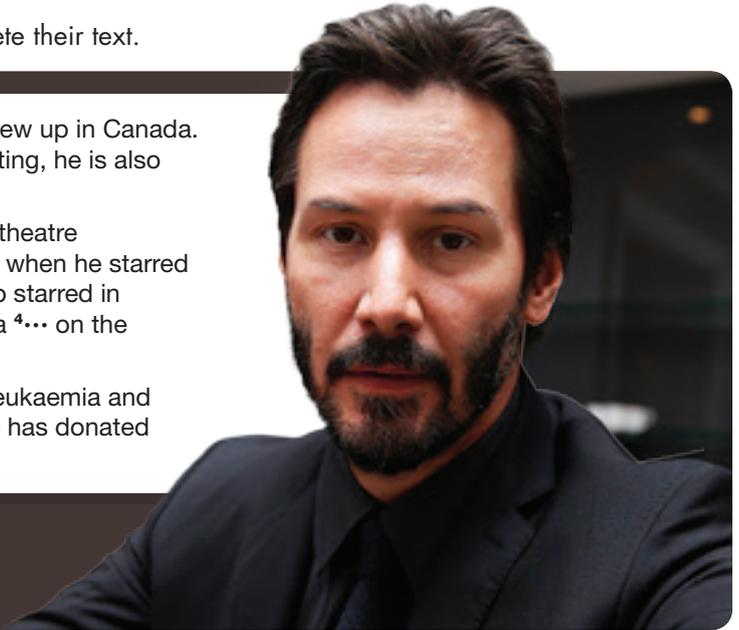
Unit 3 • Student A

- 1 Read the biography. You and Student B have the same text, with different information missing. Ask Student B questions to help you complete your text.
- 2 Answer Student B's questions to help them complete their text.

Keanu Reeves was born on ¹... in Lebanon and grew up in Canada. He is good at ²... Although he is known for his acting, he is also a talented musician and author.

He started his career ³... by acting in adverts and theatre productions. Keanu became famous in the 1980s, when he starred in the film *Bill & Ted's Excellent Adventure*. He also starred in *The Matrix* and *John Wick*. He was awarded with a ⁴... on the Hollywood Walk of Fame in 2005.

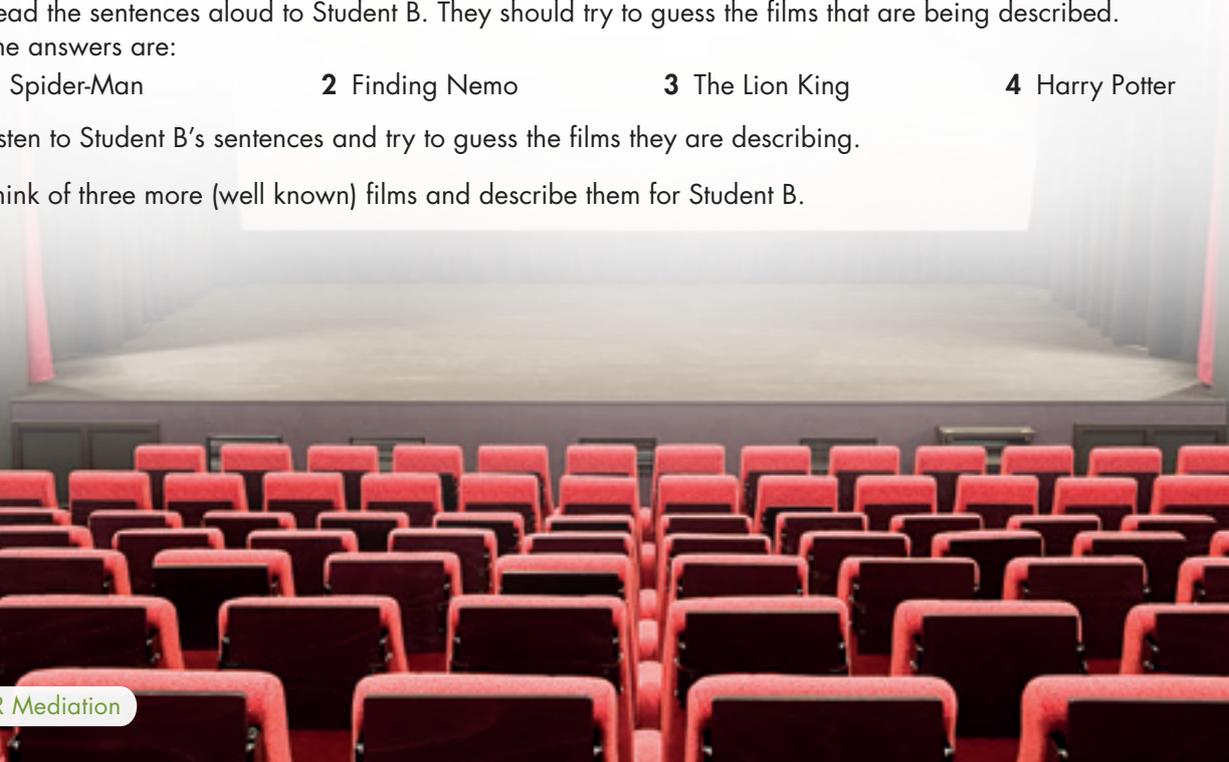
Keanu is also known for ⁵... His sister, Kim, had leukaemia and Keanu was inspired to launch a cancer charity. He has donated huge amounts of money to cancer research.



Unit 4 • Student A

- 1 Complete the sentences below using the passive voice in the present simple.
 - 1 A boy ... **(bite)** by a spider and gets superpowers.
 - 2 A fish ... **(steal)**. The fish ... **(find)** by his father and his father's friends.
 - 3 A lion ... **(kill)** by his brother. The lion's son ... **(help)** by singing animals.
 - 4 A boy ... **(tell)** that he is a wizard by a man with a beard.
- 2 Read the sentences aloud to Student B. They should try to guess the films that are being described. The answers are:

1 Spider-Man	2 Finding Nemo	3 The Lion King	4 Harry Potter
--------------	----------------	-----------------	----------------
- 3 Listen to Student B's sentences and try to guess the films they are describing.
- 4 Think of three more (well known) films and describe them for Student B.



Unit 3 • Student B

- 1 Read the biography. You and Student A have the same text, with different information missing. Answer Student A's questions to help them complete their text.
- 2 Ask Student A questions to help you complete your text.

Keanu Reeves was born on 2nd September 1964 in Lebanon and grew up in ¹... He is good at many things. Although he is known for his acting, he is also a talented musician and ²...

He started his career in the early eighties by acting in adverts and theatre productions. Keanu became famous in ³..., when he starred in the film *Bill & Ted's Excellent Adventure*. He also starred in *The Matrix* and *John Wick*. He was honoured with a star on the Hollywood Walk of Fame in ⁴...

Keanu is also known for being a very generous person. His sister, Kim, had leukaemia and Keanu was inspired to launch a cancer charity. He has donated huge amounts of money to ⁵...



Unit 4 • Student B

- 1 Complete the sentences below using the passive voice in the present simple.
 - 1 A dangerous event ... **(plan)** by a bad person. The world ... **(save)** by a British spy.
 - 2 A dangerous space weapon ... **(design)** by a man who has lost his children.
 - 3 A huge gorilla ... **(take)** from an island and causes problems in a city.
 - 4 A powerful ring ... **(give)** to a little man with hairy feet.
- 2 Listen to Student A's sentences and try to guess the films they are describing.
- 3 Read your sentences aloud to Student A. They should try to guess the films that are being described. The answers are:
 - 1 James Bond
 - 2 Star Wars
 - 3 King Kong
 - 4 Lord of the Rings
- 4 Think of three more (well known) films and describe them for Student A.



4

FILM REEL

In unit 4 you will:

- talk about films and film making.
- use the past perfect.
- practise using the passive voice.
- write a film review.

4.1 Vocabulary and listening



PETER'S VLOG: Lights, camera... action!



Discuss the questions.

- 1 What is your favourite film? Why do you like it?
- 2 Is there a kind of film you don't like?
- 3 Do you prefer to watch films at home or at the cinema?

Flipped Learning

VOCABULARY TOOLS



Processing new vocabulary in different ways makes it easier to remember. Use this trick to help you when you study for an exam.

1 Listen and choose the correct option.

Most people enjoy watching films and have a favourite ¹ **soundtrack** / **genre**, whether it's horror or romance. But how are films made? Well, first, the story is created and the ² **stunt** / **screenplay** is written. The screenplay is the full version of the ³ **script** / **crew**, with all the directions included. The ⁴ **plot** / **prop** of a film can come from many places, from true life or a work of literature.

Then the actors for the film, also known as the ⁵ **make-up** / **cast**, is chosen. The ⁶ **special effects** / **crew** is also selected at this time. These are the people who work the cameras and choose the actors' ⁷ **plot** / **costumes** and ⁸ **make-up** / **genre**. Nowadays, the ⁹ **screenplay** / **special effects** are often created on a computer. Also, dangerous ¹⁰ **stunts** / **scripts** are usually filmed using motion capture suits and a green screen.

2 Match the words in bold in exercise 1 to the definitions below.

- 1 The words that are spoken in a play or film.
- 2 A style or category of art.
- 3 Artificial sound and images in a film.
- 4 The sequence of events that make a story.
- 5 The clothing worn by the actors.
- 6 The people who work on a film, behind the scenes.
- 7 All of the actors in a film.
- 8 The script of a film that includes the acting instructions.

Pronunciation: /p/, /pl/ and /pr/



3 Listen and repeat.

/pl/ **plot**, **play**, **plastic**

/pr/ **production**, **prequel**, **prop**

/p/ **part**, **post**, **performance**

4 In pairs, say what you can see in the pictures.



FAST FINISHERS Write a paragraph about the plot of your favourite film.

PASSIVE VOICE: PRESENT SIMPLE



The **passive voice** is used to focus on the object of an action. It is formed with **be + past participle**. Use the **passive voice** when the 'doer' of the action is not known, not important or not obvious.

	Active	Passive
Affirmative	The author writes a story.	The story is written .
Negative	The production company doesn't announce the actors before they sign the contract.	The actors aren't announced before they sign the contract.
Question	How does the sound director choose a song?	How are the songs chosen ?

Grammar reference page 110

5 **Complete the text using the passive voice. Listen and check.**

In traditional animation, the pictures ^{1...} (**draw**) by hand onto plastic sheets. Then, the pictures ^{2...} (**photograph**), and the photographs ^{3...} (**edit**) into a film. In modern studios, the images ^{4...} (**create**) using computer-generated imagery, also known as CGI, or techniques like stop-motion.

Stop-motion animation ^{5...} (**film**) using long camera shots. The camera ^{6...} (**stop**), the model is moved slightly and then the camera ^{7...} (**start**) again. When the recording is finished, the model looks like it is moving.



6 **Use the verbs below to complete the sentences using the passive voice.**

make need provide record use

- 1 A lot of people ... to make an animated film.
- 2 The most profitable animations ... by Pixar and Disney.
- 3 Plastic, fibreglass and wood ... to make stop-motion models.
- 4 Usually, the main character's voice ... by a famous actor.
- 5 The audio ... in a studio after the animation is finished.

7 **Rewrite these sentences in the passive voice.**

- 1 The producers pay the actors huge amounts of money.
Actors are paid huge amounts of money.
- 2 How do the writers develop a storyline?
- 3 Panels of experts nominate films for awards.
- 4 Specialist artists add textures, shades and patterns to the images.
- 5 Why do animation studios use scale models?



8 **NOW YOU!** Close your books. In pairs, talk about how animated films are made. Use the passive voice and vocabulary from this section.

So, first the story is written. Then...

Then the pictures are drawn. What next?

PROJECT TASK 4 **Vlog**



- You are going to write a short film quiz in pairs.
- Research information and create the questions for your quiz. The questions could be true/false, multiple choice, etc. Be creative!
- Finally, join together with another pair to film yourselves doing the quizzes. Take turns conducting the quizzes and being contestants.
- You will edit your video in the final task.

→ **Workbook page 38**

4.2 Vocabulary and listening

1 Listen and complete the text with the phrasal verbs.

Carla here! The last time I went to the cinema it was a disaster! The film I wanted to see was sold out, so I had to choose one at random. I ¹... the tickets and waited for my friend Abby. She was very late, and I was starting to think she was going to ²..., when I saw someone wearing a panda costume! I had told Abby that I was going to ³... for the cinema, and she said she would too. She thought I meant to wear a costume!

She apologised for being late, went to the bathroom and took off the costume. The film was awful! People started to ⁴... of the cinema because it was so bad. I didn't have a good time, but poor Abby had had a terrible day. And she couldn't even return the costume because she had ⁵... the receipt by mistake!



2 Say if the sentences are true or false. Correct the false sentences.

- 1 Abby picked up the cinema tickets.
- 2 Carla was worried Abby was going to let her down.
- 3 Both girls dressed up for the cinema.
- 4 People walked out of the cinema because Abby was dressed up.
- 5 Abby accidentally threw away the receipt for her costume.

3 Match the phrasal verbs with the meanings.

- | | |
|------------|--------------|
| 1 dress up | 4 throw away |
| 2 let down | 5 walk out |
| 3 pick up | |
- a To fail or disappoint someone.
b To leave suddenly because you are upset.
c To collect something.
d To dress in formal clothes or a special costume.
e To put something in the bin.

VOCABULARY TOOLS

Remember that some phrasal verbs are separable, and some are not. Make a note of this information.
Inseparable: walk out
Separable: dress up, let down, pick up, throw away

4 Complete the sentences below with the phrasal verbs from exercise 2 in the correct form.

- 1 I'm hungry, why don't we go and ... a pizza?
- 2 I always feel really self-conscious when I ...
- 3 I ... of the concert because it was so bad.
- 4 My brother forgot to come to my performance, he ...
- 5 I always keep my old tickets, I hate to ...

5 NOW YOU! Write your own sentences using the phrasal verbs. In pairs, read your sentences without the phrasal verbs and ask your partner to guess them.

I have never ... of a cinema in the middle of a film.

'walked out'?

FAST FINISHERS Write about the last film or concert you saw. Use the phrasal verbs.

PAST PERFECT

Use the **past perfect** to refer to an event that happened before another event in the past. It is formed with **had + past participle**.

Affirmative	When we arrived, the film had started . The film started, then we arrived.
Negative	I tried to buy my ticket but I had lost my money. I lost my money, then I tried to buy a ticket.
Question	Had your friends seen the film before?

Grammar reference page 110

6 Read and choose the correct option. Listen and check.

One day I ¹ **had walked / was walking** down the street and I saw a poster with a big spider on it. I love spiders and I ² **had bought / bought** a pet tarantula a few months before. The poster was an advert for a film being made in my city and they ³ **needed / had needed** a spider to use in a scene. I ⁴ **had sent / sent** an email to the address on the poster and they called me the next day!

I ⁵ **arrived / had arrived** early on the day of filming, they ⁶ **sent / had sent** a taxi to my house to pick us up.

After they ⁷ **had shot / shot** the scene, I went to pick my Tarantula up and I found her surrounded by a group of famous actors! They all wanted to hold her, as most of them ⁸ **haven't held / hadn't held** a tarantula before. It was such an exciting day!



7 Put these events from the anecdote in order. Check your answers in pairs.

- a The girl picked the spider up.
- b The girl saw a poster looking for film extras.
- c The taxi arrived.
- d They shot the scene.
- e The girl bought a tarantula.

8 Listen and take notes using the verbs. Look at the photos to help you understand.

- break down
- do
- dream
- have
- perform
- take
- tell
- want



9 NOW YOU! Write the story in your own words. Use the past perfect and your notes to help you.

PROJECT TASK 5 Vlog

- Write about something funny, embarrassing or scary that has happened to you. Don't show your anecdote to your partner.
- In your pairs, film yourselves reading your anecdotes to each other. Your partner will react to your story and should ask you questions about it.
- You will edit the video in the final task.

→ Workbook page 39

4.3 Reading

- 1  In pairs, read the glossary of film terms and think of an example of each.

franchise:	a series of films with similar titles and characters
sequel:	a film that continues the story of another film
prequel:	a film that precedes the story of another film
spin-off:	a film or TV show involving characters from another
remake:	a new version of an old film

READING TOOLS



Headings help you to get an idea of the general meaning of a text. Make sure you understand the headings first and try to predict what the text might be about.

- 2  Read and match the headings with the descriptions of the movie plots.

Breaking social barriers Coming of age

Facing nature Good against evil Love story

Overcoming the odds Revenge War

- 3 According to the article, decide which film plots...

- 1 can contain a happy ending.
- 2 can end badly.
- 3 can be about a real-life story.
- 4 can be seen in different film genres.
- 5 might not have a good effect on the audience.
- 6 involve the protagonist learning something about themselves.

- 4 Find these things in the article.

- 1 three genres of film
- 2 four words for types of character
- 3 two words meaning types of conflict
- 4 two things a character has to face

- 5  In pairs, name films with these eight plots and say why you have chosen them. Use the pictures to help you.

The EIGHT BASIC film plots

We live in the golden age of the movie franchise. From James Bond, to Harry Potter and Star Wars. There are sequels, prequels, spin-offs and remakes. Are we telling the same stories over and over again? Since the beginning of cinema, we have created films that belong to eight basic plot categories.

1... A hero is confronted by evil and defeats it. They are often an ordinary person who finds inner strength during their battle against evil, which is usually a villain or some kind of monster.



2... This one is obvious: two people meet and fall in love. The lovers are often mis-matched – perhaps one poor and one rich, or each from families or communities in conflict.

3... This plot involves overcoming adversity and achieving success. Films based on sports often have similar plots; the protagonist usually overcomes adversity to win a competition.

4... This kind of story includes a character who stands up to something wrong in society. In science-fiction films, the main character is often trying to escape or change a dystopian scenario.

5... These stories revolve around great battles; real, fictional or mythical. Real battles from history have sometimes been turned into propaganda films, showing one side as heroic and the other as the enemy. Nowadays, many films deal with the effects of war on soldiers and society in general.

6... In this narrative, the protagonist is wronged by a villain and goes to seek their revenge. It doesn't usually end well for the villain, nor sometimes for the protagonist. This plot is quite common in Westerns and modern action films, and there is usually quite a lot of violence.

7... Here, a young character faces challenges that will help them become an adult. Many of these films portray an adult looking back at themselves as a child and remembering an event that helped them come of age.

8... Nature is all powerful, and natural disasters are devastating in these plot lines. Often, a character must face the harsh realities of the natural world and sometimes, they must escape or survive. The protagonist often goes through a journey of self-discovery as the plot develops.

CORE VALUES Imagination

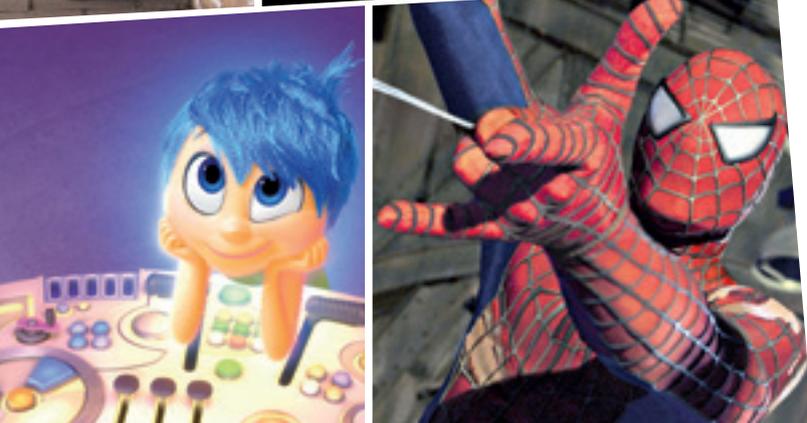
6  In groups, think of as many examples of these as you can.

- 1 a film character that you could relate to
- 2 a film that helped you understand a type of person very different from you
- 3 part of a film that you thought was silly or unrealistic
- 4 a film that annoyed you because you had read the book
- 5 a scene in a film that had lots of suspense

7  Discuss the statements below. Do you agree? Why/Why not?

- 1 Imagination is important when you watch a film.
- 2 Films don't develop your imagination as much as books.
- 3 Imagination is more important than knowledge.

 **FAST FINISHERS** Compare two films you like. Say how the plots are similar or different.



A film review

Focus on film vocabulary

1 In pairs, complete the sentences and try to identify the films.

awards cast directed screenplay
soundtrack starring

- 1 This film about virtual reality was ... by Steven Spielberg and released in 2018.
- 2 ... Tom Cruise as a special agent, this film is the sixth installment in the series.
- 3 This biographical film about Freddie Mercury won lots of ..., and featured an amazing ...
- 4 The ..., of this superhero film includes Bradley Cooper. The ..., has some hilarious dialogue.

2 Read the film review and copy and complete the fact file.

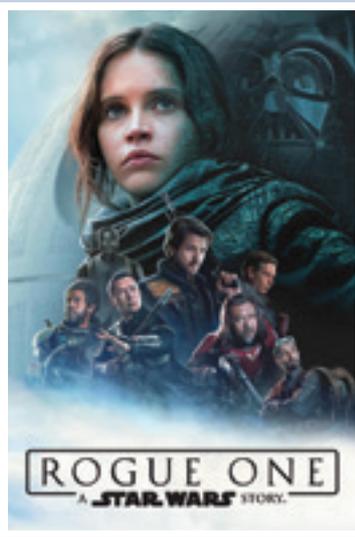
Film:	...	Cast:	...
Genre:	...	Plot category:	...
Director:	...	Recommended?	...

Rogue One: A Star Wars Story ★★★★★

The *Star Wars* science-fiction series is back with *Rogue One*. Directed by Gareth Edwards, this prequel takes place just before the first film.

Research scientist Galen Erso, played by Mads Mikkelsen, is forced to build a superweapon called the Death Star for the evil Empire. Galen's wife is killed and their daughter Jyn (Felicity Jones) leads a group of rebels who will attempt to destroy the Death Star.

Newcomers to the series can enjoy a diverse cast and a classic story of good versus evil. If you're already a fan, you'll find it maintains the feel of the series, with wide sweeping shots of space and dramatic music.



Did you notice?

3 Answer the questions about the style and structure of the review.

- 1 What is the purpose of each of the paragraphs?
- 2 Which tenses are used to describe the plot?
- 3 What two ways are used to mention the cast?
- 4 What features of the film does the writer praise?

NOW YOU!

→ Workbook page 64

4 **PLAN** Choose a film and use the questions to plan paragraphs for a film review.

- 1 Would you recommend the film? Who would you recommend it to?
- 2 What did you particularly like or dislike about the film?
- 3 What other details do you think a reader should know about the film (genre, director, cast, etc.)?
- 4 What can you say about the plot without spoiling the ending?

WRITING TOOLS

Give your reader enough information to decide if they want to watch the film, but don't tell them everything.

5 **WRITE** Use your plan to write your review.

6 **CHECK** Check that you have followed your plan and that you have given clear reasons for recommending the film or not.

PROJECT TASK 6 Vlog

- In your pair, choose a film. You are going to film yourselves reviewing it.
- Research and write notes to help you talk about it; who is in the film, where it was filmed, what the story is about, etc.
- Film your review together. Use your notes to help you but don't read directly from them.
- You will edit the video in the final task.
- Next, do the final task on page 44.

→ Workbook page 39



The silver screen



Discuss the questions.

- 1 Have you ever been to a film festival?
- 2 Can a film change the way you feel about the real world?
- 3 Do you enjoy black and white films?
- 4 Should foreign language films be subtitled or dubbed? Why?

LISTENING TOOLS



Remember that in listening exercises, the information is often expressed in a different way to how it is written on the page.

1 Look at the photos, listen and take notes. Complete the sentences.



- 1 Bill chose the film because ...
- 2 John usually doesn't watch horror films because ...
- 3 Cathy was shocked because ...
- 4 Before they put the film on, Louise ...

2 Read and choose the correct answer. Listen again and check.

- 1 Bill had a good time because
 - a the film was good.
 - b the film made him laugh.
 - c he likes romantic films.
- 2 John had agreed to watch the film because
 - a he likes horror films.
 - b he hadn't seen it before.
 - c his sister asked him to.
- 3 Cathy and her friends were upset because
 - a the film was boring.
 - b the film was moving.
 - c there was no popcorn.
- 4 Louise wasn't excited about the film because she
 - a had seen it before.
 - b doesn't like watching films at home.
 - c doesn't like action films.

Idioms and expressions

3 Match the expressions you heard with the meanings.

- 1 laugh your head off
 - 2 be on the edge of your seat
 - 3 burst into tears
 - 4 get goose bumps
- a When you suddenly begin to cry.
 - b When you laugh very hard or for a long time.
 - c When you get bumps on your skin because you are afraid, nervous or cold.
 - d When you are very excited about or interested in something.

SPEAKING TOOLS



Practise new language by talking about your own life. This helps you to remember expressions and vocabulary.

4 NOW YOU! Discuss the questions in pairs.

- 1 When is the last time you laughed your head off? What made you laugh?
- 2 What kind of films keep you on the edge of your seat?
- 3 Do you burst into tears easily? When was the last time you cried?
- 4 Do you get goose bumps? When?



PAIRWORK

- Student A: go to page 100
Student B: go to page 104

Unit 4 Review • page 93

Wordlist • pages 117–120



PROJECT: Vlog

RECAP

- In this project, you have recorded videos for a vlog; an interview, a celebrity biography, a human-interest anecdote and a film quiz and review.
- In **units 3 and 4** you talked about achievements and experiences. You wrote a biography and a film review. You also practised three different ways of talking about the past. You know how and when to use the passive voice, too.
- Now you're ready to edit and present your vlog to the class!

TASK 1

Plan and write questions for an interview with a person you admire.

TASK 2

Check, prepare and film the interview.

TASK 3

Research, write and film a celebrity biography.

TASK 4

Plan, research and write a film quiz. Film the quizzes in groups of four.

TASK 5

Write anecdotes. Film yourselves reading and reacting to them.

TASK 6

Make notes and film a review of a film.



FINAL TASK: Edit and present your vlog

- Create a catchy name for your vlog. You could also write a catchphrase to use when you are presenting the different videos.
- Find special effects and background music to add where you think necessary.
- Watch the videos you have filmed. Think about the order you will present them in. Remember that you can use specialist software, or simply name and save the files in the order you want to show them.
- Use the useful expressions and film yourselves introducing, ending and connecting the different videos.
- When you are ready, play your vlog to your classmates. Remember to answer the evaluation questions about them while you watch.

USEFUL EXPRESSIONS

Introducing

- Hello everyone!
- I'm (*name*), this is (*name*) and you're watching (*vlog name*).

Connecting

- Coming up next, we will...
- Next, we'll be talking to...

Ending

- Catch us again next week for...
- Well everyone, that was...

21ST CENTURY SKILLS

Decision-making

Sometimes we make decisions based on logic, and sometimes we make decisions based on feeling and intuition.

For effective decision-making, it's always good to start with the facts and be logical. Once you've done that, ask yourself how you really feel about the decision.



GO BEYOND

PIRATE RADIO

Before modern-day podcasts and vlogs allowed us to make and broadcast shows from our homes, people had to be a little more inventive. In 1960s England, legal radio stations did not play rock or pop. So, music lovers turned to *Radio Caroline*, a pirate station that operated off the coast of England from 1964 until 1990, when their boat sank.

In general, radio frequencies are regulated by governments, who issue licences allowing stations to broadcast. Pirate radio stations, however, operate without a legal licence. They might be part of a political movement, or they may just be run by amateurs who enjoy sharing their ideas or music with others. Sometimes, they broadcast legally in one country, but their signal crosses illegally into another country. Although later pirate stations operated on land, the first pirate stations broadcast from boats and offshore oil platforms. At sea, they could avoid national laws and this is where the 'pirate' name came from.



EVALUATION

 **Answer the questions while you listen.**

- 1 List two of each vlog's strengths and two things you would improve.
- 2 Rate the vlogs. Which was the most interesting/amusing/professional?
- 3 Decide which vlog was the best and say why.
- 4 When you have finished listening, combine your answers with your partner's and agree on your decisions.

 **Answer the questions in pairs.**

- 1 Have you ever listened to a pirate radio station? Would you like to?
- 2 Do you think that the government should control radio frequencies? Why?
- 3 What other means of communication are controlled by the government? How?
- 4 How are modern day podcasts and vlogs similar to pirate radio stations?



1 Read the text and choose the correct option.

I have been writing for six months and I absolutely love it. It's not always easy, but it's fun. When I'm writing, I don't think about anything else. It's great because I forget about any problems in my life. I read a lot. A writer I really admire is Neil Gaiman. I have read all his books and comics.



When I was younger, I didn't know that I wanted to be a writer. I wanted to be an astronaut. But I wrote and drew a lot; mostly comics about humans travelling in outer space, based on my favourite TV shows. I enjoyed writing but I didn't know if I was good at it. And I didn't think it could be a job! My mum is a scientist and my dad is a vet. They have both been very supportive of my writing.

A year ago, my English language teacher suggested I enter a short story competition. I was very surprised when I won! It made me feel more confident about my writing. The first prize was a ten-week course in creative writing. It was a real honour to receive the award. I had to speak in front of a lot of people. That was hard because I'm quite shy, but thankfully my English teacher was there to support me.

I have written every day since then. Last June, I signed a publishing deal. The last six months have been a time of personal growth for me. My debut is a collection of short stories. They're all about humans travelling in outer space! It's coming out next year. If I become a famous writer, I want to remember to keep my feet on the ground.

- 1 Ezra loves writing because
- it stops him worrying about anything in his life.
 - he imagines he is in a comic.
 - he wants to inspire other people.
 - he thinks it is easy.

- 2 When he was a child
- Ezra's dream was to be a writer.
 - Ezra's dad wanted him to be a vet.
 - Ezra didn't know he was good at writing.
 - Ezra wanted to be a scientist.

2 Listen and complete the sentences with one or two words, or a number.

- At school, Ari didn't think she was ... Maths.
- Ari had private classes on ... mornings.
- Ari finished her degree ... years ago.
- The company Ari worked for won an award in the ... year of her apprenticeship.
- Ari has been an architect for ... years.

3 Work in pairs. Take it in turns to ask and answer the questions.

- What were you interested in five years ago?
- What are you good at?
- Have you ever won an award or a prize?
- Who do you admire?

- 3 When he won the award, Ezra
- felt confident speaking at the ceremony.
 - knew his story was the best.
 - had difficulty speaking at the ceremony.
 - thanked his English language teacher.

- 4 Choose the best summary.
- Ezra explains how to write a short story.
 - Ezra tells the story of how he became a writer.
 - Ezra gives advice on how to become a writer.
 - Ezra explains how to stay humble when you are famous.

4 Write an article about a person you admire. Answer the questions in the article.

EXAM TIP

Write full, descriptive answers to the questions. You will give more information if you have question words (*why, when, where*) in your head while writing.

- Who is the person?
- What have they achieved?
- How have they inspired you?

- 1  **Work in pairs. You are going to the cinema. Look and decide which film to see.**

EXAM TIP

Don't make a decision quickly. Discuss each option in detail. Respond to your partner's ideas and ask questions.

MOVIE THEATRE**THIS WEEK'S RELEASES**

CAPTAIN CAPABLE	A comedy about a failed superhero
TO THE TOP OF THE WORLD	Documentary about climbing Mt Everest
SPACE TREK: THE VOYAGE OF THE DOOMED	Episode 3 of the science fiction franchise
SAM THE INVINCIBLE	Animation about a young girl with an amazing imagination
THE ROAD TO FRANKSTON	Drama about a group of friends growing up in a small town

- 2  **Read and write one word for each gap.**

A trip to the movies

Last night, my older brother and I went to the cinema to see the first film in the *The Lord of the Rings* trilogy. He ^{1...} already seen it and he wanted me to see it because he knows I like fantasy. We picked ^{2...} the tickets early so we didn't have to stand for too long in the queue.

The film is directed ^{3...} Peter Jackson, who I've heard is a very good director, so I had high expectations. It didn't

let me ^{4...}. It's true that the plot is quite complicated and the film is very long; a couple of people even walked ^{5...} before the end. But I thought the fantasy world was fantastic and the special ^{6...} and make-up were amazing. If you like fantasy and you haven't seen it, I highly recommend it.

- 3  **Listen to an interview with a young filmmaker and choose the correct answer.**

- 1 Why did Steve make a film?
 - a His parents had given him a camera.
 - b A film club at school inspired him.
 - c He had always wanted to make a film.
- 2 The film is about
 - a a person who throws away their mobile phone.
 - b a place where mobile phones aren't allowed.
 - c a person who is transported to the past.
- 3 Steve's grandparents
 - a helped Steve to make the props.
 - b are actors in the film.
 - c provided music for the soundtrack.
- 4 Before she acted in Steve's film, Mia
 - a had acted in other films.
 - b had written a film script.
 - c had directed other films.
- 5 The film was shot
 - a in Steve's bedroom.
 - b in an old village.
 - c at Steve's school.

- 4  **Write a story that begins with this sentence.**

When Lucy woke up, everything had changed.

- 5  **Work in pairs. Take it in turns to ask and answer the questions.**

- 1 What was the last film you saw at the cinema?
- 2 Did you like the film?
- 3 Had you heard anything about it before you went to see it?
- 4 Have you ever walked out of the cinema?



Present perfect and past simple

Use the present perfect to talk about		Use the past simple to	
<ul style="list-style-type: none"> experiences without saying when they happened. something that started in the past and continues to the present. 		<ul style="list-style-type: none"> give more information about an experience. say when something happened. 	
Affirmative	Negative	Affirmative	Negative
I have been to Europe a few times. She has played tennis since 2010.	I haven't been to Asia. He has never played tennis.	I went to Paris and visited the Eiffel tower. They won a competition last month.	I didn't go to school so I didn't see you. We didn't buy the book yesterday.
Yes/No questions		Yes/No questions	
Have you ever been to a concert? Yes, I have . Has she ever been to France? No, she hasn't .		Did you go to the cinema last month? Yes, I did . Did they eat pizza on Sunday? No, they didn't .	

We don't use the present perfect to give specific details about a past event, especially if we say when the event occurred. We use the past simple.

My aunt **gave** me this scarf as a birthday present.

I **swam** with dolphins on my trip to Mexico.

I **bought** this key ring in New York.

NOT ~~I've bought this key ring in New York.~~

We often start a conversation in the present perfect and then give more information with the past simple.

Have you ever **been** to the USA?

Yes, I **have**. I **went** with my parents to New York last summer. We **had** a great time!

Time expressions

Expressions used with present perfect	Expressions used with past simple
Use for to talk about a period of time like <i>days, weeks, months, etc.</i> How long have you studied English? I've studied English for five years.	Use ago to talk about how long before now something happened. When did Alison arrive ? She arrived ten minutes ago .
Use since to talk about a specific time like <i>1995, April, my first day of school, etc</i> John has worked here since Christmas.	Use expressions like <i>last month, in the 1960s, on Wednesday, etc.</i> We went to the cinema last Wednesday .

The present perfect is usually used with time expressions like:

since + day/date/month/year/moment in the past

for + period of time

I've been a member of the tennis club since 2017.

NOT ~~I've been a member of the tennis club since three years ago.~~

Jenny has known Samantha for five months.

NOT ~~Jenny has known Samantha since five months.~~

In general, we use **for** with periods of time (**three months, a minute, a long time**) and **during** with named time periods (**summer, the holidays, Christmas**).

I attended a sports camp **for two weeks**.

I attended a sports camp **during the summer holidays**.

NOT ~~I attended a sports camp during two weeks.~~

The present perfect is also used with time expressions which refer to a time that hasn't finished yet, like **today, this month, this year, recently**.

The past simple is used with time expressions that refer to finished times in the past, like:

- in** + year
- on** + day or date
- at** + time of day
- following **when**
- last** + **week, month, year**

Passive voice: present simple



The **passive voice** is used to focus on the object of an action. It is formed with **be + past participle**. Use the **passive voice** when the 'doer' of the action is not known, not important or not obvious.

	Active	Passive
Affirmative	The author writes a story.	The story is written .
Negative	The production company doesn't announce the actors before they sign the contract.	The actors aren't announced before they sign the contract.
Question	How does the sound director choose a song?	How are the songs chosen ?

In a passive sentence, the subject is not the agent (the person or thing that does the action). The object of an active sentence becomes the subject of a passive sentence.

agent object

Active: Children **write** the stories.

Passive: The stories **are written** by children.

subject agent

We often use the passive when we consider the action more important than the agent, so it is useful when we talk about science, technology or processes.

The songs **are recorded** in a studio, and then they're **converted** into CD format and **sent to be packaged** and **distributed**.

We also use the passive so that we can start the sentence with something known to the listener or reader and end it with something we think is surprising or new.

Did you know that most of the world's cars **are made** in China? (The word 'China' is the new information here.)

We form the present simple passive with the present simple of **be + past participle**.

The desks **are cleaned** every morning.

Football **is played** in almost every country in the world.

We can also use **can** or **can't** in the passive, simply by adding **be + the past participle**. We can form the passive of all modal verbs in this way.

Olives **can't be eaten** straight off the tree.

The bottle **must be closed** tightly or the drink loses its fizz.

Past perfect



Use the **past perfect** to refer to an event that happened before another event in the past. It is formed with **had + past participle**.

Affirmative	When we arrived, the film had started . The film started, then we arrived.
Negative	I tried to buy my ticket but I had lost my money. I lost my money, then I tried to buy a ticket.
Question	Had your friends seen the film before?

The past perfect is formed with **had + past participle**, and we often use the contracted forms of the affirmative and negative.

I had finished my homework when you called. = **I'd finished** my homework when you called.

She had not been to Iceland before last winter = **She hadn't been** to Iceland before last winter.

We use the past perfect to talk about something that happened before something else in the past. The verb that is expressed in the past perfect indicates which action happened first.

Marie **had left** the café when we arrived.

Marie left we arrived

Colin sat down to watch TV when he **had finished** his dinner.

Colin finished dinner sat down to watch TV

We can also use the past perfect to explain a situation or give a reason.

I was nervous because I **hadn't flown** in a plane before.

I had already eaten a sandwich, so I wasn't hungry.

Past perfect questions are used in the same situations as the affirmative and negative forms. We use the contracted form (**hadn't**) in negative short answers in the past perfect. However, we do not use the contracted form (**I'd, you'd, he'd**, etc.) in affirmative short answers.

Had the weather improved when you got to the beach? No, **it hadn't**.

Had you started driving when I called? Yes, **I had**. NOT **Yes, I'd**.

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

UNIT 3

Adjective and preposition pairs I



affected by
aware of
destined for
good at
influenced by
interested in
involved in

Activism



activist	inspire
Ambassador	issues
campaign	natural disasters
education	poverty
equality	social
fair-trade	the UN
gender	women's rights
health	

Success



attention
award
charisma
creativity
determination
distinctive
luck
originality
physical appearance
powerful
talented

UNIT 4

Film making



actor	prop
cast	screenplay
costume	script
crew	sound
genre	soundtrack
make-up	special effects
plot	stunt

Phrasal verbs



dress up
let down
pick up
throw away
walk out

Plots



breaking social barriers	hero
coming of age	journey
conflict	love story
enemy	mythical
escape	overcoming the odds
facing nature	revenge
fall in love	science-fiction
fictional	villain
good against evil	war

Animation



by hand	pictures
CGI	plastic
create	shade
draw	shot
edit	stop-motion
fibreglass	technique
film	texture
pattern	wood
photograph	

